



2025-26 Code of Conduct (Policy 1400) Overview

Note: *The pages below refer to the tracked change document.*

Findings

- The school climate survey does not provide data on why respondents feel unsafe at school.
 - Based on the data, students are receiving suspensions for behaviors that are not eligible in the matrix (i.e., absences, academic dishonesty, class cutting/skipping, technology violations).
 - No data to determine the District's efforts in code of conduct dissemination to ensure awareness for students, families, staff, and community.
 - Based on the student panel during a committee meeting, committee members' experience with the District, and the data packet provided to the committee, there is implementation inconsistency across the schools.
 - Increased efforts are needed for staff to understand the policy.
 - Within the policy, it is not always clear to parents who they should go to for help.
 - Need stronger data collection around the effectiveness of intervention and prevention strategies.
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2025-26 Code of Conduct (Policy 1400) Overview

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Policy Recommendations

Page	Section	Current Language	Committee Recommendations	Administration Recommendations
16	RIGHTS, RESPONSIBILITIES AND EXPECTATIONS: Principals & Staff Expectations	3. No adult employed by or representative of RCSD shall ever physically or verbally demean other school community members, engage in behaviors as prohibited in policy 0100, including while reading out loud.	3. No adult employed by or representative of RCSD shall ever physically or verbally demean other school community members, engage in behaviors as prohibited in policy 0100, including while reading materials with demeaning language out loud.	3. No adult employed by or representative of RCSD shall ever physically or verbally demean other school community members, engage in behaviors as prohibited in policy 0100, including while reading materials containing demeaning, discriminatory, or offensive language out loud.
21	LEVELS OF INTERVENTIONS AND DISCIPLINARY RESPONSES: Guidance for Interventions and Disciplinary Responses	3. More intensive guidance interventions and progress to a higher-level disciplinary response will be used with students who engage in a pattern of persistent misconduct.	3. More intensive guidance interventions and progress to a higher-level disciplinary response will be used with students who engage in a pattern of persistent misconduct up to allowable limits as expressed in this policy.	3. More intensive guidance interventions and progress to a higher-level disciplinary response will be used with students who engage in a pattern of persistent misconduct up to allowable limits as outlined in this policy.
22	LEVELS OF INTERVENTIONS AND DISCIPLINARY RESPONSES: Range of Interventions, Disciplinary Responses and Delineation of Authority	None.	Added under section title: <i>For additional procedures for students with disabilities, see Appendices C and D.</i>	None.
		3. Restorative practices – circle teacher, guidance counselors, principal or their designee and other designated community members.	3. Restorative practices – certified practitioners, guidance counselors, principal or their designee and other designated community members.	3. Restorative practices – teachers, school counselors, principal, or their designee, and other designated community members.
		6. Suspension from transportation – Director of Transportation, Principal, Superintendent or designee. (Note: For Students with Disabilities, a suspension from transportation or other District-initiated removal from special transportation, may constitute a removal from instruction, and as such, specific due process procedures may apply – See Appendices C and D.)	6. Suspension from transportation – Director of Transportation, Principal, Superintendent or designee. (Note: For Students with Disabilities, a suspension from transportation or other District-initiated removal from special transportation, may constitute a suspension from instruction, and as such, specific due process procedures may apply – See Appendices C and D.)	6. Suspension from transportation – Director of Transportation, Principal, Superintendent or designee. (Note: For Students with Disabilities, a suspension from special transportation may constitute a removal from instruction, and as such, specific due process procedures may apply – See Appendices C and D.)



2025-26 Code of Conduct (Policy 1400) Overview

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25	LEVELS OF INTERVENTIONS AND DISCIPLINARY RESPONSES	Universal Prevention for All Students. The District takes a whole school approach to promoting positive behavior. Social-emotional learning is infused into a culturally responsive curriculum that engages students. Staff meets regularly to ensure that there is a comprehensive student support program in place that includes guidance services, opportunities for social-emotional learning, student engagement opportunities and prevention and intervention behavioral supports to encourage and motivate pro-social student behavior and positive connection to the school community. Restorative circles and other restorative practices are used regularly to build relationships, establish understanding and trust and create community. The school has a system in place for early identification of students in need of intervention and/or support services.	Universal Prevention for All Students. District staff takes a whole school approach to promoting positive behavior. Social-emotional learning is infused into a culturally responsive curriculum that engages students. School staff meets regularly to ensure that there is a comprehensive student support program in place that includes guidance services, opportunities for social-emotional learning, student engagement opportunities and prevention and intervention behavioral supports to encourage and motivate pro-social student behavior and positive connection to the school community. Restorative circles and other restorative practices are used regularly to build relationships, establish understanding and trust, and create community. The school has a system in place for early identification of students in need of intervention and/or support services.	Universal Prevention for All Students. District staff takes a whole school approach to promoting positive behavior. Social-emotional learning is integrated into a culturally responsive curriculum that engages students. School staff meet regularly to maintain a comprehensive student support system that includes guidance services, social-emotional learning opportunities , student engagement opportunities, and prevention and intervention behavioral supports that encourage connections to the school community. Restorative circles and other restorative practices are used regularly to build relationships, establish understanding and trust, and create community. The school has a system in place for early identification of students in need of intervention and/or support services.
		None.	Intentional Parent Engagement. District staff and school staff will take a holistic approach in engaging parents at all levels.	Intentional Parent Engagement. District staff and school staff will engage parents at all levels.
		Guidance Interventions List (Refer to the page number identified)	Added new guidance interventions to levels and updated a guidance intervention for clarity. Refer to the page numbers identified.	None.



2025-26 Code of Conduct (Policy 1400) Overview

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25	LEVELS OF INTERVENTIONS AND DISCIPLINARY RESPONSES	None.	Added Footnote Based on Appendix G: <u>District Staff</u> : all individuals, wherever assigned, who are employed by the District, or are under contract or assignment to the District, or who volunteer to assist the District in the operation of its programs and/or the delivery of its services. The term “District staff” includes transportation staff whether employed by the District or by a contractor. <u>School Staff</u> : all individuals, assigned to a school, who are employed by the District, or are under contract or assignment to the District, or who volunteer to assist the District in the operation of its programs and/or the delivery of its services.	Remove due to redundancy; in the policy’s glossary.



2025-26 Code of Conduct (Policy 1400) Overview

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25	LEVELS OF INTERVENTIONS AND DISCIPLINARY RESPONSES	Classroom Interventions and Responses. These interventions aim to teach correct and alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Teachers should use these responses in a graduated fashion. Student Support Team Interventions. These interventions often involve support staff, both school based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions, and change the conditions that contribute to the student's inappropriate or disruptive behavior. Staff should use these responses in a graduated fashion. Intensive Support Staff and Administrative Interventions and Responses. These interventions can involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Staff should use these responses in a graduated fashion. Suspension and Referral Interventions and Responses. These interventions may involve the short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior. Staff should use these responses in a graduated fashion. Extended Suspension and Referral Responses. These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on monitoring the safety of the school community and ending self-destructive and dangerous behavior. Staff should use these responses in a graduated fashion.	Classroom Interventions and Responses. These interventions aim to teach correct and alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Teachers should use these disciplinary responses in a graduated fashion. Student Support Team Interventions. These interventions often involve support staff, both school based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions, and change the conditions that contribute to the student's inappropriate or disruptive behavior. Staff should use these disciplinary responses in a graduated fashion. Intensive Support Staff and Administrative Interventions and Responses. These interventions can involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Staff should use these disciplinary responses in a graduated fashion. Suspension and Referral Interventions and Responses. These interventions may involve the short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior. Staff should use these disciplinary responses in a graduated fashion. Extended Suspension and Referral Responses. These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on monitoring the safety of the school community and ending self-destructive and dangerous behavior. Staff should use these disciplinary responses in a graduated fashion.	None.



2025-26 Code of Conduct (Policy 1400) Overview

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Page	Section	Current Language	Recommended Language	Administration Recommendations
26	LEVELS OF INTERVENTIONS AND DISCIPLINARY RESPONSES: Matrix Table of Contents	Refer to the page number identified.	Updated codes to align with the District's internal reporting system. Refer to the page number identified.	None.
27-36	LEVELS OF INTERVENTIONS AND DISCIPLINARY RESPONSES: Inappropriate and Disruptive Behaviors and Levels of Response	Refer to the page numbers identified.	Updated codes to reflect the <i>Matrix Table of Contents</i> recommendation above. Refer to the page number identified.	None.
28	LEVELS OF INTERVENTIONS AND DISCIPLINARY RESPONSES: Inappropriate and Disruptive Behaviors and Levels of Response	For Students with Disabilities, a suspension from transportation or other District-initiated removal from special transportation, may constitute a removal from instruction, and as such, specific due process procedures may apply – See Appendices C and D.	For Students with Disabilities, a suspension from transportation or other District-initiated removal from special transportation, may constitute a suspension from instruction, and as such, specific due process procedures may apply – See Appendices C and D.	For Students with Disabilities, a suspension from special transportation may constitute a removal from instruction, and as such, specific due process procedures may apply – See Appendices C and D.



2025-26 Code of Conduct (Policy 1400) Overview

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Page	Section	Current Language	Recommended Language	Administration Recommendations
40	LEVELS OF INTERVENTIONS AND DISCIPLINARY RESPONSES: Alternative Instruction	<u>3rd Paragraph:</u> When a student is removed from class by a teacher, or a student of compulsory school age is suspended from school pursuant to Education Law § 3214, the District will take the necessary steps to provide alternative instruction as required by this Code and by applicable law. The method of alternative instruction shall be appropriate to the circumstance (i.e., long-term, short-term, in-school suspension, or removal from class). In all cases, it shall be incumbent upon the building staff to ensure that each student has course assignments available to them for the period of removal or suspension; and that upon return to regular classes, those assignments are turned in within the same time frames as provided for make-up opportunities in the case of excused absence. It is the responsibility of each student to complete all such assignments and, where assigned to an alternative site or to a tutor, to attend and perform to the best of the student's ability. When a student not of compulsory school age is suspended from school, the District will afford the student the opportunity to access the same education alternatives as a student of compulsory age.	<u>3rd Paragraph:</u> When a student is removed from class by a teacher, or a student of compulsory school age is suspended from school pursuant to Education Law § 3214, the District will take the necessary steps to provide alternative instruction as required by this Code and by applicable law. The method of alternative instruction shall be appropriate to the circumstance (i.e., long-term, short-term, in-school suspension, or removal from class). In all cases, it shall be incumbent upon the building staff to ensure that each student has course assignments available to them for the period of removal or suspension; and that upon return to regular classes, those assignments are turned in within the same time frames as provided for make-up opportunities in the case of excused absence. It is the responsibility of each student to complete all such assignments and, where assigned to an alternative site or to a tutor, to attend and perform to the best of the student's ability. If the District offers virtual instruction, it shall be in compliance with §100.2(u) of the Regulations of the Commissioner of Education. When a student not of compulsory school age is suspended from school, the District will afford the student the opportunity to access the same education alternatives as a student of compulsory age.	None.



2025-26 Code of Conduct (Policy 1400) Overview

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Page	Section	Current Language	Recommended Language	Administration Recommendations
42	LEVELS OF INTERVENTIONS AND DISCIPLINARY RESPONSES: Prohibited and Permitted Physical Force	2. Protect the property of the school or others.	2. Protect the property of the school or others if there is imminent danger of serious physical harm to others, and the students have not responded to positive, proactive intervention strategies.	2. Protect the property of the school or others if there is imminent danger of serious physical harm to self or others, and the students have not responded to positive, proactive intervention strategies.
46	DATA COLLECTION: Annual Data Collection & Review	5. Intervention and prevention strategies;	5. Intervention and prevention strategies and outcomes, Districtwide and by schools; 9. School building level engagement detailing how, when, and how often families and students are informed of the Code of Conduct. 10. The sufficiency of the training outlined in principle 1.8.	None.



2025-26 Code of Conduct (Policy 1400) Overview

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46-47	ANNUAL REVIEW, DISSEMINATION, REGULATION	The Board of Education will review the Code of Conduct annually at or following the close of each academic year. The Board shall appoint an advisory committee called the Code of Conduct Committee to assist the Policy Committee in its review of the Code of Conduct. The Code of Conduct Committee will be comprised of student representatives, teachers, administrators, parents and community-based organizations, school safety staff and other school staff. The Code of Conduct Committee shall submit its findings and any recommendations to the Board of Education and Superintendent by April 1st (date by which Committee can reasonably be expected to conduct review of Code implementation and generate recommendations) of each school year and at such additional times as it deems appropriate. The Board and Code of Conduct Committee shall consider school-level data, including data aggregated to illustrate trends and District-level data. In conducting the review, the Board and Code of Conduct Committee will consider the effectiveness of the Code's provisions and whether the standards have been applied fairly and consistently. Revisions to the Code of Conduct will be made after at least one public hearing, which shall provide for the participation of school staff, parents, students and any other interested party. A minimum of 10 school days' notice shall be provided prior to conducting a public hearing to consider changes to the Code of Conduct.	The Board of Education shall review the Code of Conduct annually at or following the close of each academic year if necessary. The Board shall appoint an advisory committee called the Code of Conduct Committee to assist the Board in its review of the Code of Conduct. The Code of Conduct Committee shall be comprised of student representatives, teachers, administrators, parents and community-based organizations, school safety staff and other school staff. The Code of Conduct Committee shall submit its findings and any recommendations to the Board of Education by April 1st (date by which Committee can reasonably be expected to conduct review of <i>Code</i> implementation and generate recommendations) of each school year and at such additional times as it deems appropriate. The Board and Code of Conduct Committee shall consider school-level data, including data aggregated to illustrate trends and District-level data, and the District's response to Code of Conduct violations. In conducting the review, the Board and Code of Conduct Committee will consider the effectiveness of the <i>Code's</i> provisions and the fairness and consistency of the administration. Revisions to the Code of Conduct will be made after at least one public hearing, which shall provide for the participation of school staff, parents, students and any other interested party. A minimum of 10 school days' notice shall be provided prior to conducting a public hearing to consider changes to the Code of Conduct.	None.



2025-26 Code of Conduct (Policy 1400) Overview

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47	ANNUAL REVIEW, DISSEMINATION, REGULATION: Dissemination	The Board shall post the complete Code of Conduct (with all amendments and annual updates) to the policy manual webpage. The District shall post a summary of the Code of Conduct on the District website and other applications available to parents when possible; provide a summary of the Code of Conduct to all parents before the beginning of each school year and make copies available thereafter; provide each new teacher with a complete digital or hard copy of the Code; and make complete copies available for review by students, parents, District staff and community members. The District shall file a copy of the Code of Conduct and any amendments with the Commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after adoption.	The Board shall post the complete Code of Conduct (with all amendments and annual updates) to the policy manual webpage. The Board's designee, the Superintendent, shall provide copies of a summary of the Code of Conduct to all students at a general assembly held at the beginning of the school year; shall make copies of the Code available to persons in parental relation to students at the beginning of each school year; shall mail a plain language summary of such Code to all persons in parental relation to students before the beginning of each school year, and make it available thereafter upon request; shall provide each new teacher with a complete digital or hard copy of the Code and make complete copies available for review by students, parents, District staff and community members; and shall take reasonable steps to ensure community awareness of the Code provisions.	The Board shall post the complete Code of Conduct (with all amendments and annual updates) to the policy manual webpage. The Board's designee, the Superintendent, shall provide copies of a summary of the Code of Conduct to all students at a general assembly held at the beginning of the school year; shall make copies of the Code available to persons in parental relation to students at the beginning of each school year; shall mail a plain language summary of such Code to all persons in parental relation to students before the beginning of each school year, and make it available thereafter upon request; shall provide District staff with a complete digital or hard copy of the Code and make complete copies available for review by students, parents, District staff and community members; and shall take reasonable steps to ensure community awareness of the Code provisions.



2025-26 Code of Conduct (Policy 1400) Overview

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64	APPENDIX D – Students with Disabilities	<u>Paragraph 4:</u> When a removal from instruction will result in the student accumulating more than ten school days of removals within the school year, or a single removal will result in more than ten school days outside of the student’s regular program, a parent and District special education official shall review the student's file to determine whether the conduct was caused by or had a direct and substantial relationship to the student’s <i>educational</i> disability, or was the direct result of the District’s failure to implement the IEP (a Manifestation Determination Review, or “MDR”).	<u>Paragraph 4:</u> When a removal from instruction will result in the student accumulating more than ten school days of removals within the school year, or a single removal will result in more than ten school days outside of the student’s regular program (disciplinary change in placement), a parent and District special education official shall review the student's file to determine whether the conduct was caused by or had a direct and substantial relationship to the student’s <i>educational</i> disability, or was the direct result of the District’s failure to implement the IEP (a Manifestation Determination Review, or “MDR”).	None.



2025-26 Code of Conduct (Policy 1400) Overview

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72	APPENDIX G – Glossary	None.	Detention: Detention may be imposed by teachers, building administrators, or the Superintendent when student misconduct does not warrant removal from the classroom or suspension. Detention may be served after school, during lunch, or at another designated time and will not result in the loss of instructional time. Parents or guardians will be notified prior to the assignment of detention outside of school hours to confirm there is no objection and that appropriate transportation is available, if applicable. Detention will be served within one school day of issuance, except in cases of illness or other extenuating circumstances. Detention will take precedence over extracurricular activities and athletic practices. Failure to attend assigned detention may result in additional disciplinary action, including restriction from school activities or in-school suspension. Detention interventions will be documented in the District's student information system.	None.



2025-26 Code of Conduct (Policy 1400) Overview

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Page	Section	Current Language	Recommended Language	Administration Recommendations
73	APPENDIX G – Glossary	Functional Behavior Assessment: Involves gathering information about a student’s inappropriate or disruptive behavior and determining approaches school staff should take to correct or manage the student’s behavior.	Functional Behavior Assessment: Involves gathering information about a student’s inappropriate, disruptive, or unsafe behaviors in order to understand the functional utility of the behavior, any patterns that predict the occurrence of the behavior, or responses that address the utility of that behavior in order to guide planning about approaches to reducing the occurrence of the behavior.	Functional Behavior Assessment: Involves gathering information about a student’s inappropriate, disruptive, or unsafe behaviors in order to understand the function of the behavior, any patterns that predict the occurrence of the behavior, or responses that address the utility of that behavior in order to guide planning about approaches to reducing the occurrence of the behavior.

Other Recommendations

Page	Section	Current Language	Recommended Language	Recommender
34	LEVELS OF INTERVENTIONS AND DISCIPLINARY RESPONSES: Inappropriate and Disruptive Behaviors and Levels of Response	NS20 – Use, Possession, or Sale of Inhalants	NS20 – Use, Possession, or Sale of Inhalants & Non-Controlled Substance	Board Staff
34	LEVELS OF INTERVENTIONS AND DISCIPLINARY RESPONSES: Inappropriate and Disruptive Behaviors and Levels of Response	Under the influence (investigation to occur to make a determination) Medical staff must be immediately notified if a student is found to be under the influence or using an inhalant.	Under the influence or use of (investigation to occur to make a determination) Medical staff must be immediately notified if a student is found to be under the influence or using an inhalant.	Board Staff



2025-26 Code of Conduct (Policy 1400) Overview

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71	APPENDIX G – Glossary	<u>Alcohol/Drugs/Controlled Substances:</u> Any illegal, intoxicating, addictive, mood altering, or potentially harmful substance including, but not limited to, alcohol, inhalants, controlled substances, marijuana, cocaine/crack, LSD, PCP, “ecstasy,” amphetamines, heroin, steroids, look-alikes, and any synthetic version thereof, whether specifically illegal or not. This definition includes substances commonly referred to as “designer drugs”, which are substances designed and synthesized to mimic the intended effects and usages of illegal drugs. For purposes of this definition there is also included prescription and over-the-counter drugs when used inappropriately or, in the case of prescription medications, when possessed or used by anyone other than the individual for whom they have been prescribed by a licensed physician. Neither prescription medications nor over the counter medications may be possessed by elementary school students. Parents of elementary school students requiring such medication must personally deliver such medication to the school nurse, for administration to the student in the manner prescribed.	<u>Alcohol/Drugs/Controlled Substances:</u> Any illegal, intoxicating, addictive, mood altering, or potentially harmful substance including, but not limited to, alcohol, cigarettes, e-cigarettes, tobacco, chewing tobacco, Zyns, nicotine, cigars, vapes, pipes, bongs, smoking bowls, edibles, inhalants, controlled substances, marijuana, cocaine/crack, LSD, PCP, “ecstasy,” amphetamines, heroin, steroids, look-alikes, and any synthetic version thereof, whether specifically illegal or not. This definition includes substances commonly referred to as “designer drugs”, which are substances designed and synthesized to mimic the intended effects and usages of illegal drugs. For purposes of this definition there is also included prescription and over-the-counter drugs when used inappropriately or, in the case of prescription medications, when possessed or used by anyone other than the individual for whom they have been prescribed by a licensed physician. Neither prescription medications nor over the counter medications may be possessed by elementary school students. Parents of elementary school students requiring such medication must personally deliver such medication to the school nurse, for administration to the student in the manner prescribed.	Board Staff



2025-26 Code of Conduct (Policy 1400) Overview

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Additional Recommendations for the Superintendent

- A separate committee is needed to further focus on school climate and the school climate survey results, such as a School Climate Committee.
- Adding “why” questions to the school climate survey to better understand why respondents worry or do not worry about safety in school.
- Increased awareness of the District’s Family Services website to help families better understand who/where they could go for assistance.
- Look at the effectiveness of intervention and prevention strategies, especially with long-term suspensions, to determine if the list of strategies needs adjusting.